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ABSTRACT

Gainesville College (GC) administered a Needs Assessment Survey in February 1998 to determine perceptions and attitudes about the college and areas that need improvement. Two groups were surveyed: high school counselors and principals, and community leaders such as Chamber of Commerce presidents and college trustees. There was a relatively high response rate from both groups. Among the high school counselors and principals, the highest ratings of satisfaction for GC occurred in areas such as financial aid services, administrators, guidance/counseling, and academic advisement. The lowest survey ratings concerned recreational facilities, student recruitment, and learning support services. Among the community leaders, highest ratings went to community and high school interaction, admissions office services, financial aid services, and preparation for transfer, while the lowest went to tutoring and academic support services, guidance/counseling services, academic advisement, student recruitment, and preparation for the job market. Includes data tables. Appendices include survey tabulations and forms for both groups. (YKH)

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ED 416 931

1998 NEEDS ASSESSMENT SURVEY
GAINESVILLE COLLEGE

March 1998

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TABLE OF CONTENTS

Overview 1

Needs Assessment Survey Groups and Response Rate 1

Notes About the Percent Ratings in the Survey Analysis 1

Assessing the Effectiveness of the College 2

College Programs as Defined on Each Survey 2
- College Transfer 2
- Learning Support Services 2
- Two-Year Career 2
- Continuing Education and Public Service 2

Collaborative Arrangements with Senior 2

High School Counselors and Principals 3
- Respondent Groups and Strength of the Association with the College 3
- College Programs 3
- Rating of Programs, Services, Personnel, and Relationships 4
  - Teaching Faculty and Tutoring/Academic Support Services 4
  - Ten Highest Rated Survey Dimensions 5
  - Ten Lowest Rated Survey Dimensions 5
- Employ or Work with a GC Graduate 6
- Recommend the College to a Prospective Student 6
- Existing Characteristics Likely to Attract Students (Written Comments) 7
- Ways the College can Improve its Attractiveness to Students (Written Comments) 7
- Ways GC can Work with Schools and the Community to Improve Education (Written Comments) 7
- Additional Comments (Written Comments) 8

Community Leaders 9
- Strength of Association with the College 9
- College Programs 9
- Ratings of Programs, Services, Personnel, and Relationships 10
  - Teaching Faculty and Tutoring/Academic Support Services 10
  - Ten Highest Rated Survey Dimensions 10

Ten Lowest Rated Survey Dimensions 11
Employ or Work with a GC Graduate 12
Recommend the College to a Prospective Student 12
Existing Characteristics Likely to Attract Students (Written Comments) 12
Ways the College can Improve its Attractiveness to Students (Written Comments) 12
Ways GC can Work with Schools and the Community to Improve Education (Written Comments) 13
Additional Comments (Written Comments) 13

Ten Dimensions that Differed Between the Two Groups by 10 or More Percentage Points 14

Data Tables

Need to Offer More Programs - High School 3
Top Ten Survey Dimensions - High School 5
Ten Lowest Survey Dimensions - High School 6
Need to Offer More Programs - Leaders 9
Top Ten Survey Dimensions - Leaders 11
Ten Lowest Survey Dimensions - Leaders 11
Ten Dimensions that Differed Between the Two Survey Groups by 10 or More Percentage Points 14

Appendix

Survey tabulations for
- High School Counselors and Principals
- Leaders within the Community

Survey Forms for
- High School Counselors and Principals
- Leaders within the Community

1998 NEEDS ASSESSMENT SURVEY
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March 1998
Dr. John Hamilton, OPIR

Overview

The Needs Assessment Survey was administered to high school counselors and principals and community leaders as an environmental scan of perceptions and attitudes about Gainesville College. The information will be used by decision-makers across campus for improving the College's offerings and services. Results from the survey will also be integrated into the work of the 1998 Strategic Planning Committee which is chaired by the College's newly-appointed president, Dr. Martha Nesbitt. The survey was designed, implemented, and analyzed by the College's Office of Planning and Institutional Research.

Needs Assessment Survey Groups and Response Rate

Two groups were surveyed in February of 1998. One survey was distributed to 130 high school counselors and principals in Hall and its nine contiguous counties: Banks, Barrow, Dawson, Forsyth, Gwinnett, Habersham, Jackson, Lumpkin, and White. The other survey (only slightly different from the aforementioned) was sent out to 103 "leaders" within the community: The ten presidents of the Chambers of Commerce in each of the counties listed above, all 36 of the current trustees of the Gainesville College Foundation, and 57 individuals who personally contributed or their companies donated $1000 or more to the institution. Presumably, these "leaders" are reasonably familiar with the College and likely to answer and return questions about the College's operation. There was no criterion applied to the designation of a "leader" and it is probable that some of the respondents do not play traditional leadership roles in the community. The affection of the sitting Trustees for the College and the likelihood of a high return rate from this group may have introduced a favorable bias to the results.

A response rate of 30 percent for a survey of this kind is considered good. By comparison, this survey enjoyed a high response rate. Fifty-nine (or 45.4%) of the 130 high school counselors (n = 43) and principals (n = 16) responded and 42 (or 40.8%) of the 103 community leaders sent completed surveys to the Office of Planning and Institutional Research. Despite the high rate of return, many respondents did not show any special insight into the College as evidenced by the large percentage of *don't know* responses.

Notes About the Percent Ratings in the Survey Analysis

Percentages for survey responses like *excellent, above average, and average* were calculated only for the respondents who expressed an opinion. Those who indicated that they *didn't know* enough about a survey dimension to respond were excluded from the percentage calculations and tallied separately. In addition, a percent positive rating was tabulated for the section on College

Programs by combining the *very important and important* responses and for the section on the Rating of Programs, Services, Personnel, and Relationships by summing the *excellent and above average* responses.

Assessing the Effectiveness of the College

An arbitrary point of departure for assessing the effectiveness of the institution in providing high quality programs, services, and activities to its many publics and in projecting a positive image through its marketing efforts might be the following ratings considerations.

- At least 25 percent of the respondents with an opinion will judge a given program, service, or activity as *excellent.*
- At least 80 percent of the respondents with an opinion will evaluate a program, service, or activity as *excellent or above average.*
- No more than 20 percent of the survey respondents will give a *don't know* response to a dimension on the survey.

College Programs as Defined on Each Survey

College Transfer - This is the primary emphasis of the College's liberal arts-based curriculum. These programs are designed to provide the general education necessary for freshmen and sophomore students to transfer to a baccalaureate-granting institution.

Learning Support Services - Remedial programs in math, English, and reading to prepare students with weak academic skills for college-level work.

Two-Year Career - The College offers a limited number of programs that prepare students to enter the job market upon completion (e.g., Legal Assistant Management, Dental Hygiene).

Continuing Education and Public Service - Educational, cultural, social, recreational workshops, seminars, courses, and programs for which continuing education credits may be given, but no academic credit.

Collaborative Arrangements with Senior Colleges

The College is offering an expanding number of baccalaureate-degree programs at the Gainesville College campus in cooperation with North Georgia State College and University and Southern Polytechnic University.

HIGH SCHOOL COUNSELORS AND PRINCIPALS

Respondent Groups and Strength of the Association with the College

Seventy-three percent (n = 43) of the 59 respondents were counselors while 27.1 percent (n = 16) were principals. Almost seven out of ten (69.6%) respondents had visited the College, but only 5.1 percent (n = 3) indicated they attended the College. Of the few who attended the College, only two enrolled in academic courses while the other took a Continuing Education offering. Thus, only two respondents in this group have direct personal experience with the College's instructors or core curricular offerings.

College Programs

There was almost universal support for the four major thrusts of the College as delineated in the mission statement: Transfer programs, learning support or remediation, terminal two-year career options, and continuing education and public service programs. The transfer function of the College was deemed the most important as judged by the percent of *very important* responses (78.9%). Respondents also felt very strongly (84.2% *very important*) that the College should nurture and extend collaborative agreements with senior colleges and universities to offer a menu of baccalaureate opportunities.

Many respondents with an opinion felt that the College needs to offer more transfer programs (50.0%), more two-year career programs (65.0%), and more continuing education and public service offerings (60.0%). Interestingly, there were more counselors and principals who expressed a *don't know* opinion about expanding the offerings of the College than those who expressed a *Yes* or *No* opinion. This may be an indication of their unfamiliarity with the College and its general education offerings. High school counselors and principals do not seem to know what is offered at the College, hence could not offer informed opinions about what needs to be offered.

Need to Offer More Programs - High School

Programs	Yes	No	Don't Know	Total N*
Transfer to Senior Colleges and Universities	11	11	36	58
Two-Year Career (AAS)	13	7	36	56
Continuing Education/Public Service	15	10	31	56

*Some chose not to respond to a question, hence the totals do not always sum to 59.

Some of the programs and course offerings recommended by respondents include those that are already in place at the College, others that are offered through cooperative agreements with senior colleges and universities, and still others that would be exceptionally difficult or unrealistic to implement any time soon (e.g., Physical Therapy). A sampling follows:

Transfer: Systems analyst, computer science, sports fitness, mathematics, physical therapy, occupational therapy, engineering technology.

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Terminal Two-Year Career (AAS): Nursing, culinary arts, fire science, physical therapy assistant, respiratory therapy assistant, veterinary assistant, paralegal, recreation assistant, computer assistant design, child development, medical assistant, tailoring and upholstering.

Continuing Education/Public Service: High school course offerings, leadership skills, conversational Spanish, family and parenting skills, sexual education, job topics and interview skills, computer training, teacher-certification update.

Rating of Programs, Services, Personnel, and Relationships

Percentages for *excellent, above average, average, poor, and very poor* were calculated on a subtotal that included only those responses with the aforementioned perceptions, thus did not include *don't know* responses which express no opinion. It is important to note that the numbers of *don't knows* were higher than the sum of all the other responses combined in 10 of the 23 dimensions rated (i.e., more than half of the total respondents). For two dimensions (i.e., extracurricular experiences and academic advisement), there were over 40 *don't knows* out of the 59 respondents (i.e., around 70% of the respondents). The large number of *don't knows* suggests that the majority of high school counselors and principals in our service area who responded to the survey are woefully ignorant of many aspects of the College's operation to include financial aid, admissions, tutoring and academic services, guidance counseling, extracurricular experiences, recreational facilities, and availability of computers.

The ability of the respondents to accurately evaluate various dimensions associated with the College should be tempered not only by the fact that many could not offer an objective opinion (as evidenced by the number of *don't know* responses), but also by the fact that only 2 of the 59 respondents ever enrolled in academic courses at the College (although almost 70 percent indicated that they had visited the College at one time or another). Presumably, the perceptions of the respondents with opinions are shaped by a variety of second-hand influences to include what they read in the local media, formal and informal contacts with college personnel, students and alumni, and information they receive from the College. The College should consider stepping up its efforts to connect more frequently and meaningfully with high school counselors and principals in our service area. Along the same vein, it is incumbent on high school counselors to do a better job of harvesting information about Gainesville College in order to link their students with one of the easiest and least expensive paths into higher education in northeast Georgia.

Teaching Faculty and Tutoring/Academic Support Services: The only dimension on the survey that received a percent positive rating of 100 percent (sum of the *excellent and above average* percentages) was the rating of the College's teaching faculty with 45.2 percent of the respondents indicating *excellent* responses and 54.8 percent indicating an *above average* rating (47.5% of respondents replied *don't know* to this dimension). This is one of the finest tributes the College could receive from those in the local high schools and it is clearly an expression of their faith in the ability of the College to deliver the core curriculum with strength and integrity. A troubling perception revealed by the survey is that 30 of 59 (50.8%) respondents expressed no opinion (i.e., *don't know* responses) about the College's tutoring and academic support services and 27.6 percent of those with an opinion judged these services to be no more than *average*. However, 37.9 percent of the high school respondents with an opinion evaluated them as *excellent*.

Ten Highest Rated Survey Dimensions: The top ten dimensions that respondents looked most favorably upon as indicated by the highest percent of *excellent* responses are sorted below in descending order. The percent positive ratings - *excellent and above average* - are also shown as are the number and percent of *don't know* responses out of the 59 total respondents. High school counselors and principals that had an opinion judged several dimensions with high ratings of *excellence*: Financial Aid Office (55.3%), administrators (53.6%), guidance/counseling (50.0%), and academic advisement (47.1%). As was mentioned earlier, it is encouraging that this group perceived the faculty as very competent (45.2% *excellent*) and felt that the College carried out its transfer mission with a relatively high measure of *excellence* (47.4%). While almost half of the respondents with an opinion (46.7%) felt that the relationship between the College and the high schools was *excellent*, one in four (24.4%) evaluated the relationship as no better than *average*.

Top Ten Survey Dimensions - High School Counselors and Principals

Dimension	Excellent (%)	Excellent and Above Average (%)	Don't Know N (%Tot N)*
Financial Aid Services	55.3	85.0	19 (32.2)
Administrators	53.6	92.9	31 (52.5)
GC and the Community	53.1	84.4	27 (45.8)
Guidance/Counseling	50.0	95.0	39 (66.1)
Admissions Office	47.7	75.0	15 (25.4)
Preparation for the Job Market	47.4	80.6	27 (46.6)
Preparation for Transfer	47.4	89.5	20 (34.5)
Academic Advisement	47.1	82.4	42 (71.2)
GC and High Schools	46.7	75.6	14 (23.7)
Teaching Faculty	45.2	100.0	28 (47.5)

*%Tot N = N/Tot N*100 where N=number of *don't know* responses and Tot N varied from 57 to 59

Ten Lowest Rated Survey Dimensions: Ten dimensions that received the lowest percentage of *excellent* responses are listed below. The percent positive ratings - *excellent and above average* - are also shown as is the number and percent of *don't know* responses. At least some of the perceptions about recreational facilities, extracurricular experiences, and cultural activities are due to a lack of information about the daily life of the College and the inevitable and unfair comparison between what a commuter two-year college with a high percentage of working students can offer as compared to full-spectrum residential campuses like The University of Georgia. Excellence is a tough standard as the basis of a judgment and it should be emphasized that the percent positive ratings (*excellent and above average*) are complimentary. In this light, it is worth noting that extracurricular activities received a percent positive rating of 81.3 even

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though only 18.8 percent of the respondents with an opinion viewed this facet of the College's operation as *excellent*.

Student recruitment efforts by the College are considered no better than *average* by 30 percent of the respondents. A stronger, more aggressive marketing presence by the College in area high schools and throughout the community would possibly result in higher ratings in this regard. Since the College prides itself on its learning support programs, it is somewhat disappointing that this dimension was perceived by about 30% of the respondents who expressed an opinion as no better than *average* with 37.3% responding *don't know*. The lowest percent positive ratings (*excellence and above average*) on the survey went to recreational facilities (70.4%), student recruitment (70.3%), and learning support services (70.3%).

Ten Lowest Survey Dimensions - High School Counselors and Principals			
Dimension	**Excellent (%)**	**Excellent and Above Average (%)**	**Don't Know N (%Tot N)***
Appearance of Campus	36.4	93.2	13 (22.8)
Recreational Facilities	33.3	70.4	32 (54.2)
Student Recruitment	32.4	70.3	21 (36.2)
Learning Support Services	32.4	70.3	22 (37.3)
Help in Transition from HS to College	32.3	74.2	28 (47.5)
Library	32.1	78.6	31 (52.5)
Cultural Activities	32.1	71.4	31 (52.5)
CE/Public Service	32.0	76.0	32 (56.1)
Availability of Computer Equipment	23.8	81.0	37 (63.8)
Extracurricular experiences	18.8	81.3	43 (72.9)

*%Tot N = N/Tot N*100 where N=number of *don't know* responses and Tot N varied from 57 to 59

Employ or Work with a GC Graduate

Seventeen of the 48 respondents to this question (i.e., all of the 16 principals and one counselor) employ or work with graduates from Gainesville College. These respondents indicated that the performance of GC graduates in the workplace was *excellent* (47.1%), *above average* (41.2%), or *average* (11.8%).

Recommend the College to a Prospective Student

Ninety-two percent (n = 51) of the 55 high school counselors and principals who responded to the question would recommend Gainesville College to a prospective student, however, 4 of the respondents (7.5%) indicated that they were *not sure* they would recommend the College. Interestingly, two of the four *not sure* responses were from high school principals. This might represent a bias against two-year colleges in general, a feeling that GC is not a good place to

start, or simply reflect the fact that several of the high schools surveyed were some distance from the College and closer to other System colleges or private institutions (e.g., those in southern Gwinnett).

Existing Characteristics Likely to Attract Students (Written Comments)

- convenient location close to home, low cost, and flexible scheduling
- high quality academic programs and the excellent reputation of the College's transfer programs
- remedial support
- individual attention to students
- ease at which courses transfer to senior colleges and universities
- ease of the admissions process
- small size of campus and classes
- availability of scholarships
- Fine Arts program
- excellence of faculty
- activities provided for students in the Student Center during the lunch hour
- extracurricular activities

Ways the College can Improve its Attractiveness to Students (Written Comments)

- advertise and market the College more to increase awareness about its academic programs and services
- increase the College's public relations efforts
- more visits to area high schools for recruitment purposes
- articulate how the College competes well with other local colleges and stress its low student-faculty ratio
- expand the intramural sports programs and provide more extracurricular activities
- provide on-campus housing
- improvement would occur if the College escalated to four-year status
- promote the Fine Arts in area high schools
- continue to offer more programs for the college-bound in area high schools
- highlight current students at the College in the media
- send the faculty into area high schools as guest lecturers
- provide visits to the campus for high school counselors to learn more about the College
- local students consider the College an extension of high school, thus the school should create more of a collegiate atmosphere to counteract this perception
- provide a periodic newsletter to high school guidance counselors
- develop a competitive intercollegiate sports program for men and women (e.g., basketball, tennis, volleyball, baseball or fast-pitch softball)

Ways GC can Work with Schools and the Community to Improve Education (Written Comments)

- increase lines of communication with area high schools

- improve public awareness about the College's activities and programs
- group orientation activities for 11th and 12th-graders
- visit area high schools on a regular basis and offer small group sessions for students
- encourage more post-secondary course options and consider offering them in area high school classrooms
- be available and ready to assist at Career Fairs
- attend monthly Counselor's meetings to increase the visibility of the College, answer questions, and present information about the College
- in the past, the College was highly visible in my school but its presence has declined in recent years
- provide more literature for high school counselors to distribute to students and parents
- offer more core curriculum College classes at off-campus sites
- offer an open-house at the College for high school counselors to include a tour of the campus and information-gathering sessions
- establish a satellite center in Barrow County

Additional Comments (Written Comments)

- the College is an excellent resource for the community
- the College has "opened many doors" to young people
- advertise, advertise, advertise
- excellent school
- the College has a very positive atmosphere
- thanks for the opportunity to share our views with you
- continue to reach out as much as possible to the surrounding communities
- consider escalating to a senior college
- I have never heard anything negative about the campus and think the campus is attractive
- most of our students go to Dekalb College and I know little about Gainesville College
- send registration information with a schedule of classes to area high schools on a regular basis

COMMUNITY LEADERS

Strength of Association with the College

Ninety-five percent (n = 40) of the 42 respondents had visited the College and 43 percent (n = 18) indicated that they attended either academic courses (n = 11) or Continuing Education/Public Service offerings (n = 3) or both (n = 4).

College Programs

There was enthusiastic support among respondents for two of the College's major programs as evidenced by the percent of *very important* ratings: College Transfer (82.5%) and Collaboration with Senior Colleges (72.5%). Another function of the College that is heavily endorsed by community leaders is the limited number of two-year career programs offered by the College that prepare students to enter the job market at graduation (51.3% responded *very important*). The percent of *very important* responses were lower for the other major thrusts of the College: Continuing Education/Public Service (18.4% *very important*) and Learning Support (37.8% *very important*). These two College programs, however, received high percent positive ratings (*very important and important*) of 89.5 percent and 91.9 percent respectively.

Although more than half of the leaders responded *don't know* to whether the College should expand its offerings, the few that held an opinion felt that the College should continue to enlarge its scope in the offering of more transfer, two-year career, and Continuing Education/Public Service programs.

Need to Offer More Programs - Community Leaders				
Programs	**Yes**	**No**	**Don't Know**	**Total N***
Transfer to Senior Colleges and Universities	14	4	23	41
Two-Year Career (AAS)	6	5	29	40
Continuing Education/Public Service	6	3	23	32

*Some choose not to respond to a question, hence the totals do not always sum to 41.

The programs listed below are those suggested by the respondents as needed. As was the case with high school counselors and principals, some of the survey respondents are unfamiliar with the programs and course offerings at the College, since most of those listed are available through the College.

Transfer: Criminal justice, engineering, mass communication, poultry science, pre-veterinary medicine, journalism.

Terminal Two-Year Career (AAS): Computer-related fields, executive secretary, management assistant, poultry and cattle-related studies.

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Continuing Education/Public Service: Communication skills, conversational Spanish, conversational English, stress and time management, leadership training, computer training, child development skills.

Ratings of Programs, Services, Personnel, and Relationships

As was the case with the high school counselors and principals, many community leaders were not familiar enough with the College to register an opinion on a variety of dimensions in this section, thus many indicated a *don't know* response. Interestingly, the number of *don't know* responses among community leaders for most dimensions was less than that observed on the survey of high school counselors and principals. For example, only two of the 23 dimensions had *don't know* numbers in excess of 50 percent of the total respondents as compared to 10 of 23 on the high school survey. This may be explained in part by the presence of past and present members of the College's Foundation who participated in the survey. This group is likely to have a more-than-usual familiarity with the campus and is likely to return completed surveys at a high rate, thus exerting a disproportionate influence on the results.

Teaching Faculty and Tutoring/Academic Support Services: The teaching faculty at the College did not receive as high a percent positive rating (sum of *very important and important*) from the community leaders (85.3%) as from the high school counselors and principals (100.0%). Only 26.5 percent of the community leaders with an opinion rated the faculty as *excellent* as opposed to 45.2 percent of the high school counselors and principals. Furthermore, no high school counselor or principal who expressed an opinion, considered a faculty member at the College to be of *average* quality, whereas 14.7 percent of the community leaders felt this way. Only 19.2 percent of the community leaders thought that the vital services of tutoring and academic support were *excellent* (as compared to 37.9% in the high school survey). Forty-eight percent of the respondents with an opinion felt that these same services were no more than *average* (as compared to 27.6% in the high school survey).

Ten Highest Rated Survey Dimensions: The top ten dimensions that respondents looked most favorably upon as indicated by the highest percent of *excellent* responses are listed below. The percent positive ratings - *excellent and above average* - are also shown as are the number and percent of *don't know* responses out of the 42 total respondents. Community leaders were less likely than high school principals and counselors to give *excellent* ratings and in general gave lower percent positive ratings as well. Dimensions that differed by 10 or more percentage points between the high school and the community leader surveys are shown in a table presented in a later section. Community leaders apparently appreciate the interaction of the College with its service area (54.1% *excellent*) and are impressed with the Admissions Office (53.8% *excellent*), the Financial Aids Office (42.9% *excellent*) and with the administrative staff (34.2% *excellent*). Community leaders consider the College to be doing a good job in preparing students for transfer (41.7% *excellent*) and appear to be aware of the cultural activities (38.9% *excellent*) that are sponsored by the College throughout the year (e.g., most likely a reflection of the highly visible Gainesville Theater Alliance, regular art exhibits, and events like the Big Band Show). While 29.7 percent judged the facilities as *excellent*, 32.4 percent or one-third of the respondents considered them no better than *average*.

Ten Top Survey Dimensions - Community Leaders			
Dimension	**Excellent (%)**	**Excellent and Above Average (%)**	**Don't Know N (%Tot N)***
GC and Community	54.1	94.6	2 (5.1)
Admissions Office Services	53.8	88.5	16 (38.1)
Financial Aid Services	42.9	78.6	14 (33.3)
Preparation for Transfer	41.7	88.9	6 (14.3)
Cultural Activities	38.9	72.2	5 (12.2)
Administrators	34.2	89.5	4 (9.5)
GC and High Schools	33.3	73.3	12 (28.6)
Appearance of Campus	31.6	76.3	1 (2.6)
Instructional Facilities	29.7	67.6	3 (7.5)
Registrar's Office Services	29.2	87.5	17 (41.5)

*%Tot N = N/Tot N*100 where N=number of *don't know* responses and Tot N varied from 39 to 42

Ten Lowest Rated Survey Dimensions: Community leaders with an opinion rated guidance/counseling services (4.5% *excellent*), academic advisement (5.3% *excellent*), student recruitment (10.5% *excellent*), learning support (12.5% *excellent*), and preparation for the job market (14.7% *excellent*) lower than all the other dimensions as evidenced by the number of *excellent* ratings below 15 percent. The lowest percent positive rating on the survey (sum of *excellent and above average* ratings) was for tutoring and academic support services (52.4%). Hence, about half of the respondents with an opinion (47.6%) felt that the College provided academic support services that were no better than *average* (20 responded *don't know*). Although only 15.4 percent of the respondents with an opinion assessed the extracurricular experiences on campus as excellent, fully 73.1 percent perceived them as *excellent or above average*.

Ten Lowest Survey Dimensions - Community Leaders			
Dimension	**Excellent (%)**	**Excellent and Above Average (%)**	**Don't Know N (%Tot N)***
CE/Public Service Programs	21.2	66.7	8 (19.5)
Availability of Computer Equipment	19.2	73.1	16 (38.1)
Tutoring and Academic Support Services	19.0	52.4	20 (48.8)
Library	17.9	60.7	12 (30.0)
Extracurricular experiences	15.4	73.1	14 (35.0)

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Preparation for Job Market	14.7	67.6	8 (19.0)
Learning Support Services	12.5	66.7	18 (42.9)
Student Recruitment	10.5	73.7	22 (53.7)
Academic Advisement	5.3	68.4	21 (52.5)
Guidance/Counseling	4.5	59.1	20 (47.6)

*%Tot N = N/Tot N*100 where N=number of *don't know* responses and Tot N varied from 39 to 42

Employ or Work with a GC Graduate

Sixty-three percent (n = 22) of the respondents indicated that they employ or work with a GC graduate. These 22 respondents rate the quality of a GC education as observed in the graduates as *excellent* (31.8%), *above average* (45.5%), and *average* (22.7%).

Recommend the College to a Prospective Student

Ninety-eight percent (n = 40) of the 41 community leaders who responded to this question would recommend Gainesville College to a prospective student, however, 1 of the respondents (2.4%) indicated that they were *not sure* they would recommend the College.

Existing Characteristics Likely to Attract Students (Written Comments)

- close proximity to home, ease of access from I-985, central location in northeast Georgia, small size, and low cost
- strength of the excellent academic programs
- personal attention give to students
- integration with the University System of Georgia and ease of transferring credits
- financial support through Foundation scholarships
- learning support services
- high quality of the faculty and instructional support staff
- caring faculty
- good relationship with the surrounding community
- Continuing Education for local businesses
- drama and theatre programs
- excellent learning environment for transitioning from high school to a senior college
- assistance given to non-traditional students
- night programs
- strong financial aid program

Ways the College can Improve its Attractiveness to Students (Written Comments)

- more on-campus programs for sophomore and junior students in high school
- improve the library
- more emphasis on teacher education programs
- advertise and market more to high school students
- provide orientation programs for new students

- provide on-campus student housing
- consider the return of intercollegiate sports
- continue to study and protect Lake Lanier
- escalate to senior college status and offer baccalaureate degrees
- offer more continuing education courses for local businesses
- mail information about the College directly to high school juniors and their parents
- more fitness equipment in the gym
- extend the operation hours of the gym and pool for student use
- provide more tutoring services for night students
- refurbish or build another Student Center
- maintain an attractive campus

Ways GC can Work with Schools and the Community to Improve Education (Written Comments)

- work with high schools and Lanier Tech to provide seamless educational opportunities
- continue to support the work of the Foundation
- continue to support the Chamber of Commerce and its QUEST initiative
- be more visible in the community to foster a greater sense of partnership with the business community
- provide a College counselor to area high schools during the spring when seniors are applying to College
- distribute more materials to non-traditionals explaining the available programs
- increase the availability of financial aid
- involve more and more business people in the life of the College
- network through the Chambers of Commerce to explore community needs and desires
- stress communication skills

Additional Comments (Written Comments)

- advertise classes in English and Spanish
- provide evening classes in GED and SAT preparation
- the College's Foundation is the best in the southeastern United States
- work to keep GC an integral part of the community
- faculty care about their students
- continue pursuing strong ties to North Georgia College and State University in the offering of more and more baccalaureate degrees or escalate to four-year college status to serve the growing needs of Hall County and northeast Georgia.

TEN DIMENSIONS THAT DIFFERED BETWEEN THE TWO GROUPS BY 10 OR MORE PERCENTAGE POINTS

Several dimensions were rated quite differently by the two survey groups: High school counselors and principals and community leaders. Dimensions are included in the summary table below if the difference in percent positive ratings (*very important and important*) between the two groups was ten or more percentage points. Obviously the two groups view the College through different lenses based on their own experiences, background, exposure, and affiliation with the College when evaluating the same programs and services.

In general, respondents from the high schools gave better ratings in 7 of 10 categories than community leaders. Respondents from the high schools who expressed an opinion felt that the College does a very good job in areas where there is direct interaction between the student and the curriculum and between the student and the advisement process as evidenced by the *excellent and above average* ratings for the teaching faculty (100.0%), guidance/counseling (95.0%), and academic advisement (82.4%). Leaders reserved their highest praise for the relationship between GC and the community (94.6% *excellent*), the Admissions Office (88.5% *excellent*), and the reputation of the faculty (85.3% *excellent*).

Ten Dimensions that Differed Between the Two Survey Groups by 10 or More Percentage Points			
Dimension	**HIGH SCHOOL Excellent and Above Average (%)**	**COMMUNITY LEADERS Excellent and Above Average (%)**	**Percent Difference**
Teaching Faculty	100.0	85.3	14.7
Guidance/Counseling	95.0	59.1	35.9
Appearance of the Campus	93.2	76.3	16.9
GC and the Community	84.4	94.6	-10.2
Academic Advisement	82.4	68.4	14.0
Preparation for the Job Market	80.6	67.6	13.0
Library	78.6	60.7	17.9
Admissions Office	75.0	88.5	-13.5
Help in Transition from HS to College	74.2	84.6	-10.4
Recreational Facilities	70.4	58.3	12.1

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High School Principals and Counselors
Needs Assessment Survey
OPIR, Dr. Hamilton

March 1998

Total Respondents:

PERSONAL INFORMATION

		n	%N	N
1	**Occupation**			
	Principal	16	27.1	
	Counselor	43	72.9	59
2	**Visited GC**			
	Yes	39	69.6	
	No	17	30.4	56
3	**Attend GC**			
	Yes	3	5.1	
	If yes, then			
	Academic Courses	2	**66.7**	*Percentages use the number of Yes responses as the denominator*
	CE Offerings	1	**33.3**	
	Both Acad and CE		**0.0**	
	No	56	94.9	59

COLLEGE PROGRAMS

			Degree of Importance							Don't	
		% Pos	Very Impt (VI)		Important (I)		Not Impt (NI)		(VI+I+	Know	
		(VI+I)	n	%N	n	%N	n	%N	N	n	Tot N
4	**College Transfer**	100.0	45	78.9	12	21.1		0.0	57		57
5	**Learning Support**	96.4	21	38.2	32	58.2	2	3.6	55	2	57
6	**Two-Year Career**	98.2	28	50.9	26	47.3	1	1.8	55	2	57
7	**CE/Publ Service**	94.0	18	36.0	29	58.0	3	6.0	50	7	57
8	**Collaborate w/Senior Collg**	100.0	48	84.2	9	15.8		0.0	57		57

%Pos - Percent positive rating is the sum of the percentages for Very Important and Important

		n	%N	N	Tot N
9	**Need to offer more transfer programs**				
	Yes	11	50.0		
	No	11	50.0	22	
	Don't Know	36			58
10	**Need to offer more two-year career programs**				
	Yes	13	65.0		
	No	7	35.0	20	
	Don't Know	36			56
11	**Need to offer more Continuing Education/Public Service Offerings**				
	Yes	15	60.0		
	No	10	40.0	25	
	Don't Know	31			56

RATING OF PROGRAMS, SERVICES, PERSONNEL, AND RELATIONSHIPS

	% Pos (E+AA)	Excellent (E) n	Excellent (E) %N	Above Avg (AA) n	Above Avg (AA) %N	Average (A) n	Average (A) %N	Poor and Very Poor (P+VP) n	Poor and Very Poor (P+VP) %N	(E..VP) N*	Don't Know n	Don't Know % Tot N	Tot N
12 Prep for transfer	89.5	18	47.4	16	42.1	4	10.5		0.0	38	20	34.5	58
13 Prep for job market	80.6	16	51.6	9	29.0	6	19.4		0.0	31	27	46.6	58
14 Learning support	70.3	12	32.4	14	37.8	11	29.7		0.0	37	22	37.3	59
15 Tutoring/acad services	72.4	11	37.9	10	34.5	8	27.6		0.0	29	30	50.8	59
16 CE/Public Service Prgrms	76.0	8	32.0	11	44.0	6	24.0		0.0	25	32	56.1	57
17 Extraclass experiences	81.3	3	18.8	10	62.5	2	12.5	1	6.3	16	43	72.9	59
18 Cultural activities	71.4	9	32.1	11	39.3	7	25.0	1	3.6	28	31	52.5	59
19 Available computer eqpmt	81.0	5	23.8	12	57.1	4	19.0		0.0	21	37	63.8	58
20 Teaching faculty	100.0	14	45.2	17	54.8		0.0		0.0	31	28	47.5	59
21 Administrators	92.9	15	53.6	11	39.3	2	7.1		0.0	28	31	52.5	59
22 Instructional facilities	89.5	14	36.8	20	52.6	4	10.5		0.0	38	21	35.6	59
23 Recreational facilities	70.4	9	33.3	10	37.0	8	29.6		0.0	27	32	54.2	59
24 Library	78.6	9	32.1	13	46.4	6	21.4		0.0	28	31	52.5	59
25 Appearance of campus	93.2	16	36.4	25	56.8	3	6.8		0.0	44	13	22.8	57
26 GC and high schools	75.6	21	46.7	13	28.9	9	20.0	2	4.4	45	14	23.7	59
27 GC and community	84.4	17	53.1	10	31.3	5	15.6		0.0	32	27	45.8	59
28 Admissions Office services	75.0	21	47.7	12	27.3	9	20.5	2	4.5	44	15	25.4	59
29 Financial Aid services	85.0	22	55.0	12	30.0	6	15.0		0.0	40	19	32.2	59
30 Registrar's Office services	80.0	15	42.9	13	37.1	7	20.0		0.0	35	24	40.7	59
31 Student recruitment	70.3	12	32.4	14	37.8	10	27.0	1	2.7	37	21	36.2	58
32 Academic advisement	82.4	8	47.1	6	35.3	3	17.6		0.0	17	42	71.2	59
33 Guidance/Counseling	95.0	10	50.0	9	45.0	1	5.0		0.0	20	39	66.1	59
34 High school to college help	74.2	10	32.3	13	41.9	8	25.8		0.0	31	28	47.5	59

*Percentages based on N for E..VP: sum of responses for excellent, above average, average, poor, and very poor categories

	n	%N	N	Tot N
35 Employee anyone who graduated from Gainesville College				
Yes	17	44.7		
If yes, then rate quality of GC education				
Excellent	8	47.1		
Above Average	7	41.2		
Average	2	11.8		
Poor		0.0		
Very Poor		0.0		
Don't Know		0.0		
No	21	55.3	38	
Not sure/Not applic	10			48

Percentages use the number of Yes responses as the denominator

GENERAL COLLEGE IMAGE AND EVALUATION

	n	%N	N
36 Recommend GC to a prospective student			
Yes	51	92.7	
No		0.0	
Not sure	4	7.3	55

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37 Existing characteristics most likely to attract students
38 Ways the College can improve its attractiveness to students
39 Ways the College can work with local schools and the community to improve education

ADDITIONAL COMMENTS

40 Additional comments

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Leaders within the Community
Needs Assessment Survey
OPIR, Dr. Hamilton

March 1998

Total Respondents:

PERSONAL INFORMATION

		n	%N	N
1	**Visited GC**			
	Yes	40	95.2	
	No	2	4.8	42
2	**Attend GC**			
	Yes	18	42.9	
	If yes, then			
	Academic Courses	11	61.1	*Percentages use the number of Yes responses as the denominator*
	CE Offerings	3	16.7	
	Both Acad and CE	4	22.2	
	No	24	57.1	42

COLLEGE PROGRAMS

			Degree of Importance							Don't	
		% Pos	Very Impt (VI)		Important (I)		Not Impt (NI)		(VI+I+	Know	
		(VI+I)	n	%N	n	%N	n	%N	N	n	Tot N
3	**College Transfer**	97.5	33	82.5	6	15.0	1	2.5	40		40
4	**Learning Support**	91.9	14	37.8	20	54.1	3	8.1	37	1	38
5	**Two-Year Career**	97.4	20	51.3	18	46.2	1	2.6	39		39
6	**CE/Publ Service**	89.5	7	18.4	27	71.1	4	10.5	38		38
7	**Collaborate w/Senior Colls**	100.0	29	72.5	11	27.5		0.0	40		40

%Pos - Percent positive rating is the sum of the percentages for Very Important and Important

		n	%N	N	Tot N
8	**Need to offer more transfer programs**				
	Yes	14	77.8		
	No	4	22.2	18	
	Don't Know	23			41
9	**Need to offer more two-year career programs**				
	Yes	6	54.5		
	No	5	45.5	11	
	Don't Know	29			40
10	**Need to offer more Continuing Education/Public Service Offerings**				
	Yes	6	66.7		
	No	3	33.3	9	
	Don't Know	23			32

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RATING OF PROGRAMS, SERVICES, PERSONNEL, AND RELATIONSHIPS

	% Pos (E+AA)	Excellent (E) n	Excellent (E) %N	Above Avg (AA) n	Above Avg (AA) %N	Average (A) n	Average (A) %N	Poor and Very Poor (VP) n	Poor and Very Poor (VP) %N	(E..VP) N*	Don't Know n	Don't Know % Tot N	Tot N
11 Prep for transfer	88.9	15	41.7	17	47.2	4	11.1		0.0	36	6	14.3	42
12 Prep for job market	67.6	5	14.7	18	52.9	11	32.4		0.0	34	8	19.0	42
13 Learning support	66.7	3	12.5	13	54.2	8	33.3		0.0	24	18	42.9	42
14 Tutoring/acad services	52.4	4	19.0	7	33.3	10	47.6		0.0	21	20	48.8	41
15 CE/Public Service Prgrms	66.7	7	21.2	15	45.5	11	33.3		0.0	33	8	19.5	41
16 Extraclass experiences	73.1	4	15.4	15	57.7	7	26.9		0.0	26	14	35.0	40
17 Cultural activities	72.2	14	38.9	12	33.3	10	27.8		0.0	36	5	12.2	41
18 Available computer eqpmt	73.1	5	19.2	14	53.8	7	26.9		0.0	26	16	38.1	42
19 Teaching faculty	85.3	9	26.5	20	58.8	5	14.7		0.0	34	8	19.0	42
20 Administrators	89.5	13	34.2	21	55.3	4	10.5		0.0	38	4	9.5	42
21 Instructional facilities	67.6	11	29.7	14	37.8	12	32.4		0.0	37	3	7.5	40
22 Recreational facilities	58.3	8	22.2	13	36.1	15	41.7		0.0	36	3	7.7	39
23 Library	60.7	5	17.9	12	42.9	11	39.3		0.0	28	12	30.0	40
24 Appearance of campus	76.3	12	31.6	17	44.7	9	23.7		0.0	38	1	2.6	39
25 GC and high schools	73.3	10	33.3	12	40.0	8	26.7		0.0	30	12	28.6	42
26 GC and community	94.6	20	54.1	15	40.5	2	5.4		0.0	37	2	5.1	39
27 Admissions Office services	88.5	14	53.8	9	34.6	3	11.5		0.0	26	16	38.1	42
28 Financial Aid services	78.6	12	42.9	10	35.7	6	21.4		0.0	28	14	33.3	42
29 Registrar's Office services	87.5	7	29.2	14	58.3	3	12.5		0.0	24	17	41.5	41
30 Student recruitment	73.7	2	10.5	12	63.2	5	26.3		0.0	19	22	53.7	41
31 Academic advisement	68.4	1	5.3	12	63.2	6	31.6		0.0	19	21	52.5	40
32 Guidance/Counseling	59.1	1	4.5	12	54.5	9	40.9		0.0	22	20	47.6	42
33 High school to college help	84.6	6	23.1	16	61.5	4	15.4		0.0	26	14	35.0	40

*Percentages based on N for E..VP: sum of responses for excellent, above average, average, poor, and very poor categories

	n	%N	N	Tot N
34 Employee anyone who graduated from Gainesville College				
Yes	22	62.9		
If yes, then rate quality of GC education				
Excellent	7	31.8	*Percentages use the number of Yes responses as the denominator*	
Above Average	10	45.5		
Average	5	22.7		
Poor		0.0		
Very Poor		0.0		
Don't Know		0.0		
No	13	37.1	35	
Not applicable	6			41

GENERAL COLLEGE IMAGE AND EVALUATION

	n	%N	N
35 Recommend GC to a prospective student			
Yes	40	97.6	
No		0.0	
Not sure	1	2.4	41

36 Existing characteristics most likely to attract students
37 Ways the College can improve its attractiveness to students
38 Ways the College can work with local businesses and others

ADDITIONAL COMMENTS

39 Additional comments

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GAINESVILLE COLLEGE
COMMUNITY NEEDS ASSESSMENT - WINTER 1998
HIGH SCHOOL PRINCIPALS AND COUNSELORS

Gainesville College is a two-year unit of the University System of Georgia that is committed to providing the best possible educational and cultural experiences to its students and the residents of northeast Georgia. As one who comes into direct contact with one of our primary target groups - high school students - you can provide valuable information and insight to the College to help our planning efforts. Please assist us in the improvement of our programs and services by completing this questionnaire and returning it in the enclosed envelope by **MONDAY, FEBRUARY 23, 1998**. Your responses are confidential and will not be linked to your name.

I. PERSONAL INFORMATION

1. Occupation
   ___ (1) Principal
   ___ (2) Counselor

2. Have you ever visited Gainesville College?
   ___ (1) Yes
   ___ (2) No

3. Did you attend Gainesville College?
   ___ (1) Yes..... If yes, please indicate why (3a)
   ___ (2) No
   ___ (1) enrolled in academic courses
   ___ (2) enrolled in continuing education offerings
   ___ (3) enrolled in both academic and continuing education offerings

II. COLLEGE PROGRAMS

College Transfer - This is the primary emphasis of the College's liberal-arts based curriculum. These programs are designed to provide the general education necessary for freshmen and sophomore students to transfer to a baccalaureate-granting institution.

Learning Support Services - Remedial programs in math, English, and reading to prepare students with weak academic skills for college-level work.

Two-Year Career - The College offers a limited number of programs that prepare students to enter the job market upon completion (e.g., Legal Assistant Management, Dental Hygiene).

Continuing Education and Public Service - Educational, cultural, social, recreational workshops, seminars, courses, and programs for which continuing education credits may be given, but no academic credit.

Collaborative Arrangements with Senior Colleges - The College is offering an expanding number of baccalaureate-degree programs at the Gainesville College campus in cooperation with North Georgia State College and University and Southern Polytechnic State University.

Degree of Importance of College Programs

For each program, please CIRCLE the number that indicates the DEGREE of IMPORTANCE you think Gainesville College should place on the program over the next five to ten years.

	Degree of Importance			
Programs	**Very Important**	**Important**	**Not Important**	**Don't Know**
4. College Transfer	1	2	3	4
5. Learning Support (remediation)	1	2	3	4
6. Two-Year Career	1	2	3	4
7. Continuing Educ/Public Service	1	2	3	4
8. Collaboration with Senior Colleges	1	2	3	4

Specific Program and Course Offerings

9. Gainesville College offers a wide variety of associate degree programs that allow students to **transfer into baccalaureate programs at senior colleges** (e.g., Business Administration, Education, Psychology, Speech/Drama, Biology, Chemistry). Are there any transfer programs or courses that the College should offer that it is not now offering?
   ___ (1) Yes.....If yes.....**9a**. Please indicate the programs and/or courses
   ___ (2) No
   ___ (3) Don't Know

10. Gainesville College also offers a limited number of **terminal two-year programs that lead to an Associate of Applied Science** degree (e.g., Legal Assistant Management; Dental Hygiene program in cooperation with Lanier Technical Institute). Are there any two-year career programs that Gainesville College should offer that it is not now offering?
    ___ (1) Yes.....If yes.....**10a**. Please indicate the programs and/or courses
    ___ (2) No
    ___ (3) Don't Know

11. Are there any specific kinds of training, knowledge, or skills that you think Gainesville College should offer in the form of training courses, workshops, or seminars through the College's **Continuing Education/Public Service** program (e.g., computer-related training, conversational English or Spanish, communication skills)?

___ (1) Yes.....If yes.....**11a**. Please indicate the programs and/or courses

___ (2) No

___ (3) Don't Know

_____

_____

III. RATING OF PROGAMS, EXPERIENCES, SERVICES, PERSONNEL, AND RELATIONSHIPS

Please provide a rating for each dimension below by CIRCLING a response. If you are not familiar with the dimension, circle '0' to indicate "Don't Know."

	Rating					
Dimension	Excellent (1)	Above Average (2)	Average (3)	Poor (4)	Very Poor (5)	Don't Know (0)
12. Preparation given students to transfer to a 4-year institution	1	2	3	4	5	0
13. Preparation given students to enter the job market	1	2	3	4	5	0
14. Learning Support Program (remediation)	1	2	3	4	5	0
15. Tutoring and Academic Support Services	1	2	3	4	5	0
16. Continuing Education/Public Service programs (e.g., workshops, seminars)	1	2	3	4	5	0
17. Extraclass experiences given students (e.g., clubs, speakers, intramurals)	1	2	3	4	5	0
18. Cultural activities (e.g., art exhibits, plays, music programs)	1	2	3	4	5	0
19. Availability of computer equipment and software applications to students	1	2	3	4	5	0
20. Teaching faculty	1	2	3	4	5	0
21. Administrators	1	2	3	4	5	0
22. Instructional facilities	1	2	3	4	5	0
23. Recreational facilities	1	2	3	4	5	0
24. Library	1	2	3	4	5	0
25. Appearance of campus	1	2	3	4	5	0
26. Relationship between GC and area high schools	1	2	3	4	5	0
27. Relationship between GC and the community	1	2	3	4	5	0
28. Admissions Office services	1	2	3	4	5	0
29. Financial Aid services	1	2	3	4	5	0
30. Registrar's Office services (e.g., records, class, registration)	1	2	3	4	5	0
31. Student recruitment activities	1	2	3	4	5	0
32. Academic advisement given to students by faculty	1	2	3	4	5	0
33. Guidance/Counseling services	1	2	3	4	5	0
34. Assistance given students in transitioning from high school to college	1	2	3	4	5	0

35. Do you employ, supervise, or work with anyone in your job environment who **graduated from** Gainesville College?

___ (1) Yes.....If Yes.....**35a**. How do you rate the quality of the education they received at GC?

___ (2) No

___ (3) Not sure or not applicable

___ (1) Excellent

___ (2) Above Average

___ (3) Average

___ (4) Poor

___ (5) Very Poor

___ (6) Don't Know

IV. GENERAL COLLEGE IMAGE AND EVALUATION

36. Would you **recommend Gainesville College** to a prospective student?
    ___ (1) Yes
    ___ (2) No
    ___ (3) Not sure

37. What existing characteristics of Gainesville College are **most likely to attract students** (i.e., academic programs, instructional staff, extracurricular activities, learning support programs, proximity to home, cost considerations)? What are the College's strongest points?

38. What can Gainesville College do to **increase its attractiveness** to prospective students? How can the College improve its programs, services, and collegiate atmosphere?

39. What are the most effective ways that Gainesville College can **work with the local school systems and others** within the community to improve education in northeast Georgia?

V. ADDITIONAL COMMENTS

40. Please provide any additional comments or suggestions that might help the College position itself to better serve its community over the next five to ten years.

Thank You for Your Help and Cooperation

Please return your completed questionnaire by MONDAY, FEBRUARY 23, 1998 in the enclosed envelope to:

Dr. John Hamilton
Office of Planning and Institutional Research
Gainesville College
Gainesville, Georgia 30506

If you have any questions or concerns about this survey, please do not hesitate to contact Dr. John Hamilton at (770) 718-3815 or through e-mail at jhamilto@hermes.gc.peachnet.edu

GAINESVILLE COLLEGE
COMMUNITY NEEDS ASSESSMENT - WINTER 1998
LEADERS WITHIN THE COMMUNITY

Gainesville College is a two-year unit of the University System of Georgia that is committed to providing the best possible educational and cultural experiences to its students and the residents of northeast Georgia. You, as a leader in the College's service area, represent one of the publics being surveyed to provide important ideas and information that will assist us in the improvement of our programs and services. Your responses are confidential and will not be linked to your name. Please help us by completing this questionnaire and returning it in the enclosed envelope by **MONDAY, FEBRUARY 23, 1998.**

I. PERSONAL INFORMATION

1. Have you ever visited Gainesville College?
   ___ (1) Yes
   ___ (2) No

2. Did you attend Gainesville College?
   ___ (1) Yes..... If yes, please indicate why (2a)
   ___ (2) No
   ___ (1) enrolled in academic courses
   ___ (2) enrolled in continuing education offerings
   ___ (3) enrolled in both academic and continuing education offerings

II. COLLEGE PROGRAMS

College Transfer - This is the primary emphasis of the College's liberal-arts based curriculum. These programs are designed to provide the general education necessary for freshmen and sophomore students to transfer to a baccalaureate-granting institution.

Learning Support Services - Remedial programs in math, English, and reading to prepare students with weak academic skills for college-level work.

Two-Year Career - The College offers a limited number of programs that prepare students to enter the job market upon completion (e.g., Legal Assistant Management, Dental Hygiene).

Continuing Education and Public Service - Educational, cultural, social, recreational workshops, seminars, courses, and programs for which continuing education credits may be given, but no academic credit.

Collaborative Arrangements with Senior Colleges - The College is offering an expanding number of baccalaureate-degree programs at the Gainesville College campus in cooperation with North Georgia State College and University and Southern Polytechnic State University.

Degree of Importance of College Programs

For each program, please CIRCLE the number that indicates the DEGREE of IMPORTANCE you think Gainesville College should place on the program over the next five to ten years.

	Degree of Importance			
Programs	**Very Important**	**Important**	**Not Important**	**Don't Know**
3. College Transfer	1	2	3	4
4. Learning Support (remediation)	1	2	3	4
5. Two-Year Career	1	2	3	4
6. Continuing Educ/Public Service	1	2	3	4
7. Collaboration with Senior Colleges	1	2	3	4

Specific Program and Course Offerings

8. Gainesville College offers a wide variety of associate degree programs that allow students to **transfer into baccalaureate programs at senior colleges** (e.g., Business Administration, Education, Psychology, Speech/Drama, Biology, Chemistry). Are there any transfer programs or courses that the College should offer that it is not now offering?
   ___ (1) Yes.....If yes.....9a. Please indicate the programs and/or courses
   ___ (2) No
   ___ (3) Don't Know

9. Gainesville College also offers a limited number of **terminal two-year programs that lead to an Associate of Applied Science** degree (e.g., Legal Assistant Management; Dental Hygiene program in cooperation with Lanier Technical Institute). Are there any two-year career programs that Gainesville College should offer that it is not now offering?
   ___ (1) Yes.....If yes.....9a. Please indicate the programs and/or courses
   ___ (2) No
   ___ (3) Don't Know

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10. Are there any specific kinds of training, knowledge, or skills that you think Gainesville College should offer in the form of training courses, workshops, or seminars through the College's **Continuing Education/Public Service** program (e.g., computer-related training, conversational English or Spanish, communication skills)?

___ (1) Yes.....If yes.....**10a**. Please indicate the programs and/or courses

___ (2) No

___ (3) Don't Know

_____

_____

III. RATING OF PROGAMS, EXPERIENCES, SERVICES, PERSONNEL, AND RELATIONSHIPS

Please provide a rating for each dimension below by CIRCLING a response. If you are not familiar with the dimension, circle '0' to indicate "Don't Know."

	Rating					
Dimension	**Excellent (1)**	**Above Average (2)**	**Average (3)**	**Poor (4)**	**Very Poor (5)**	**Don't Know (0)**
11. Preparation given students to transfer to a 4-year institution	1	2	3	4	5	0
12. Preparation given students to enter the job market	1	2	3	4	5	0
13. Learning Support Program (remediation)	1	2	3	4	5	0
14. Tutoring and Academic Support Services	1	2	3	4	5	0
15. Continuing Education/Public Service programs (e.g., workshops, seminars)	1	2	3	4	5	0
16. Extraclass experiences given students (e.g., clubs, speakers, intramurals)	1	2	3	4	5	0
17. Cultural activities (e.g., art exhibits, plays, music programs)	1	2	3	4	5	0
18. Availability of computer equipment and software applications to students	1	2	3	4	5	0
19. Teaching faculty	1	2	3	4	5	0
20. Administrators	1	2	3	4	5	0
21. Instructional facilities	1	2	3	4	5	0
22. Recreational facilities	1	2	3	4	5	0
23. Library	1	2	3	4	5	0
24. Appearance of campus	1	2	3	4	5	0
25. Relationship between GC and area high schools	1	2	3	4	5	0
26. Relationship between GC and the community	1	2	3	4	5	0
27. Admissions Office services	1	2	3	4	5	0
28. Financial Aid services	1	2	3	4	5	0
29. Registrar's Office services (e.g., records, class, registration)	1	2	3	4	5	0
30. Student recruitment activities	1	2	3	4	5	0
31. Academic advisement given to students by faculty	1	2	3	4	5	0
32. Guidance/Counseling services	1	2	3	4	5	0
33. Assistance given students in transitioning from high school to college	1	2	3	4	5	0

34. Do you employ, supervise, or work with anyone in your job environment who **graduated** from Gainesville College?

___ (1) Yes.....If Yes.....**34a**. How do you rate the quality of the education they received at GC?

___ (2) No

___ (3) Not sure or not applicable

___ (1) Excellent

___ (2) Above Average

___ (3) Average

___ (4) Poor

___ (5) Very Poor

___ (6) Don't Know

IV. GENERAL COLLEGE IMAGE AND EVALUATION

35. Would you **recommend Gainesville College** to a prospective student?
    ___ (1) Yes
    ___ (2) No
    ___ (3) Not sure

36. What existing characteristics of Gainesville College are **most likely to attract students** (i.e., academic programs, instructional staff, extracurricular activities, learning support programs, proximity to home, cost considerations)? What are the College's strongest points?

37. What can Gainesville College do to **increase its attractiveness** to prospective students? How can the College improve its programs, services, and collegiate atmosphere?

38. What are the most effective ways that Gainesville College can **work with local businesses and others** within the community to improve educational opportunities in northeast Georgia?

V. ADDITIONAL COMMENTS

39. Please provide any additional comments or suggestions that might help the College position itself to better serve its community over the next five to ten years.

Thank You for Your Help and Cooperation

Please return your completed questionnaire by MONDAY, FEBRUARY 23, 1998 in the enclosed envelope to:

Dr. John Hamilton
Office of Planning and Institutional Research
Gainesville College
Gainesville, Georgia 30506

If you have any questions or concerns about this survey, please do not hesitate to contact Dr. John Hamilton at (770) 718-3815 or through e-mail at jhamilto@hermes.gc.peachnet.edu